

Progress Toward Standards Reading Curriculum Standards

The standards are accumulative: each grade incorporates the standards and descriptors of the previous grades where appropriate.

PTS Reading Standards—Elementary

Strand 1: Comprehension and Analysis <ul style="list-style-type: none"> Students read, understand, and critically analyze a variety of grade-level-appropriate materials. Students utilize a variety of comprehension strategies for literal, interpretive, and analytical understanding of informational and literary texts. Students demonstrate an understanding of a wide range of complex issues in informational and literary texts. 		
Grade 3	Grade 4	Grade 5
Standard 1.1 Demonstrate an understanding of main idea, events, and supporting details; recall facts, summarize.	Standard 1.1 Demonstrate an understanding of main idea, events, and supporting details; recall facts, summarize. Compare/contrast information about a topic.	Standard 1.1 Demonstrate an understanding of main idea, events, and supporting details; recall facts, summarize. Compare/contrast information about a topic.
Standard 1.2 Make inferences, make and support predictions, draw conclusions.	Standard 1.2 Make inferences, make and support predictions, draw conclusions, recognize cause and effect relationships.	Standard 1.2 Make inferences, make and support predictions, draw conclusions, recognize cause and effect relationships.
Standard 1.3 Use graphics (e.g., pictures, maps, and diagrams) to gain meaning or relate to written texts.	Standard 1.3 Use graphics (e.g., pictures, maps, and diagrams) to gain meaning or relate to written texts.	Standard 1.3 Use graphics (e.g., pictures, maps, and diagrams) to gain meaning or relate to written texts.
Standard 1.4 Follow multistep directions in informational texts, e.g., recipes, how-to projects.	Standard 1.4 Follow multistep directions in informational texts, e.g., recipes, how-to projects.	Standard 1.4 Follow multistep directions in informational texts, e.g., recipes, how-to projects.
Standard 1.5 Identify different types of texts, (e.g., poetry, fiction, nonfiction) and types of information (e.g., reality vs. make-believe).	Standard 1.5 Identify the types of texts (e.g., poetry, fiction, nonfiction, biography, drama) and types of information (e.g., fact versus opinion).	Standard 1.5 Identify the types of texts (e.g., nonfiction, biography, drama) and types of information (e.g., fact versus opinion).
Standard 1.6 Understand story elements (e.g., setting, plot, characterization, and character's motivation.	Standard 1.6 Understand story elements (e.g., setting, plot, characterization, and character's motivation.)	Standard 1.6 Understand story elements (e.g., theme, setting, plot, characterization, character's motivation, conflict/problem, and dialogue.)
Standard 1.7 Recognize how language is used for meaning and effect* in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).	Standard 1.7 Recognize how language is used for meaning and effect* in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).	Standard 1.7 Recognize how language is used for meaning and effect* in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).
Standard 1.8 Recognize the purpose of the text and/or the author's purpose and perspective.	Standard 1.8 Recognize the purpose of the text and/or the author's purpose and perspective.	Standard 1.8 Recognize the purpose of the text and/or the author's purpose and perspective.
Standard 1.9 Demonstrate an awareness of how a text reflects cultural traditions and life experiences.	Standard 1.9 Demonstrate an awareness of how a text reflects cultural traditions and life experiences.	Standard 1.9 Demonstrate an awareness of how a text reflects cultural and ethnic traditions and life experiences.

Progress Toward Standards Reading Curriculum Standards

<i>PTS Reading Standards—Elementary</i>		
Strand 2: Reading Process and Language Skills <ul style="list-style-type: none"> Students apply word analysis and knowledge of word origins and word relationships to determine word meaning in literary and informational texts. Students use research skills to access, understand, and synthesize information from a variety of sources (e.g., print, electronic, interviews). Students apply understanding of organizational patterns, arguments, and techniques. 		
Grade 3	Grade 4	Grade 5
Standard 2.1 Apply knowledge of synonyms and antonyms to determine meaning.	Standard 2.1 Apply knowledge of synonyms and antonyms to determine meaning.	Standard 2.1 Apply knowledge of synonyms and antonyms to determine meaning.
Standard 2.2 Recognize and use clues within the text (e.g., word structure [simple prefixes and suffixes], sentence structure, context) to determine word meaning.	Standard 2.2 Recognize and use clues within the text (e.g., word structure [simple prefixes and suffixes], sentence structure, context) to determine word meaning.	Standard 2.2 Recognize and use clues within the text (e.g., word structure [simple prefixes and suffixes], sentence structure, context) to determine word meaning.
Standard 2.3 Distinguish and interpret words with multiple meanings.	Standard 2.3 Distinguish and interpret words with multiple meanings.	Standard 2.3 Distinguish and interpret words with multiple meanings.
Standard 2.4 Demonstrate an understanding of the structural features and the function of text, (e.g., title, table of contents, index, and glossary.)	Standard 2.4 Demonstrate an understanding of the structural features and the function of text, (e.g., title, table of contents, index, glossary, paragraphs, topic sentences, and headings.)	Standard 2.4 Demonstrate an understanding of the structural features and the function of text, (e.g., title, table of contents, index, glossary, paragraphs, topic sentences, and headings.)
Standard 2.5 Identify appropriate sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.	Standard 2.5 Demonstrate ability to use various sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.	Standard 2.5 Demonstrate ability to use various sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.
	Standard 2.6 Identify organizational patterns found in texts, (e.g., compare and contrast, cause and effect, chronological order.)	Standard 2.6 Identify organizational patterns found in texts, (e.g., compare and contrast, cause and effect, chronological order.)

Progress Toward Standards Reading Curriculum Standards

PTS Reading Standards—Middle School

Strand 1: Comprehension and Analysis

- Students read, understand, and critically analyze a variety of grade-level-appropriate materials.
- Students utilize a variety of comprehension strategies for literal, interpretive, and analytical understanding of informational and literary texts.
- Students demonstrate an understanding of a wide range of complex issues in informational and literary texts.

Grade 6	Grade 7	Grade 8
Standard 1.1 Demonstrate an understanding of main idea and supporting details; summarize.	Standard 1.1 Demonstrate an understanding of main idea and supporting details; summarize.	Standard 1.1 Demonstrate an understanding of main idea and supporting details; summarize.
Standard 1.2 Make inferences, make and support predictions, draw conclusions, compare/contrast information about a topic, and recognize cause and effect relationships.	Standard 1.2 Make inferences, make and support predictions, draw conclusions, compare/contrast information about a topic, and recognize cause and effect relationships.	Standard 1.2 Make inferences, make and support, predictions, draw conclusions, compare/contrast information about a topic, and cause and effect relationships.
Standard 1.3 Use graphics (e.g., pictures, maps, and diagrams) to gain meaning or relate to written texts.	Standard 1.3 Use graphics (e.g., pictures, maps, and diagrams) to gain meaning or relate to written texts.	Standard 1.3 Use graphics (e.g., maps, charts, tables, graphs, icons, pull-down menus) to gain meaning or relate to written texts,
Standard 1.4 Follow multi-step directions in informational texts, e.g., recipes, how-to projects.	Standard 1.4 Follow multi-step directions in informational texts, e.g., recipes, how-to projects.	Standard 1.4 Follow simple mechanical and technical directions in informational texts, e.g., applications, manuals, projects.
Standard 1.5 Identify different types of texts (e.g., poetry, fiction, nonfiction, drama, folktales, and myths) and types of information (e.g., fact versus opinion).	Standard 1.5 Identify different types of texts (e.g., poetry, fiction, nonfiction, drama, folktales, and myths) and types of information (e.g., fact versus opinion).	Standard 1.5 Understand the different types of and characteristics of texts, (e.g., folktales, myths, drama, and autobiography) and types of information, (e.g., fact versus opinion, assumptions).
Standard 1.6 Understand story elements, (e.g., theme, setting, plot, characterization, character's motivation, and conflict/resolution.)	Standard 1.6 Understand story elements, (e.g., theme, setting, plot, symbols, characterization, character's motivation, and conflict/resolution.)	Standard 1.6 Understand and analyze story elements, (e.g., theme, conflict, setting, plot, symbols, mood, tone, dialogue, and point of view.)
Standard 1.7 Recognize how language is used for meaning and effect* in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).	Standard 1.7 Recognize how language is used for meaning and effect* in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).	Standard 1.7 Recognize how language is used for meaning and effect* in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).
Standard 1.8 Recognize the purpose of the text and/or the author's purpose and perspective.	Standard 1.8 Recognize the purpose of the text and/or the author's purpose and perspective.	Standard 1.8 Recognize the purpose of the text and/or the author's purpose and perspective.
Standard 1.9 Demonstrate an awareness of how a text reflects cultural and ethnic traditions and life experiences.	Standard 1.9 Demonstrate an awareness of how a text reflects cultural and ethnic traditions and life experiences.	Standard 1.9 Demonstrate an awareness of how a text reflects cultural and ethnic traditions and life experiences; Identify and analyze the use of recurring themes and employ elements of literary criticism.

Progress Toward Standards Reading Curriculum Standards

<i>PTS Reading Standards—Middle School</i>		
Strand 2: Reading Process and Language Skills <ul style="list-style-type: none"> Students apply word analysis and knowledge of word origins and word relationships to determine word meaning in literary and informational texts. Students use research skills to access, understand, and synthesize information from a variety of sources (e.g., print, electronic, interviews). Students apply understanding of organizational patterns, arguments, and techniques. 		
Grade 6	Grade 7	Grade 8
Standard 2.1 Apply knowledge of synonyms and antonyms to determine meanings.	Standard 2.1 Identify and/or understand the use of idioms, dialect, word origins, analogies, and denotative and connotative meanings and their effect on the text.	Standard 2.1 Analyze idioms, dialect, word origins, analogies, and denotative and connotative meanings and their effect on the text.
Standard 2.2 Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.	Standard 2.2 Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.	Standard 2.2 Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.
Standard 2.3 Use knowledge of word origins to determine the meanings of unknown words; interpret words with multiple meanings.	Standard 2.3 Not assessed for Grade 7	Standard 2.3 Not assessed for Grade 8
Standard 2.4 Demonstrate an understanding of the structural features and the function of text, (e.g., headings, table of contents, index, and glossary).	Standard 2.4 Demonstrate an understanding of the structural features and the function of text, (e.g., paragraphs, topic sentences, and headings).	Standard 2.4 Demonstrate an understanding of the structural features and the function of text, (e.g., headings, sidebars, parentheses).
Standard 2.5 Use various sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.	Standard 2.5 Use various sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.	Standard 2.5 Use information from a variety of consumer, workplace, and public documents to explain a situation, complete a task, or solve a problem.
Standard 2.6 Identify structural patterns found in texts, (e.g., compare and contrast, cause and effect, chronological order.)	Standard 2.6 Identify and demonstrate understanding of organizational patterns found in informational texts, (e.g., compare/contrasts, cause/effect, and chronological order.)	Standard 2.6 Analyze the use of organizational patterns, (e.g., chronological order); analyze the use of support patterns, (proposition, evidence, and bias.)

Progress Toward Standards Reading Curriculum Standards

<i>PTS Reading Standards—High School</i>	
Strand 1: Comprehension and Analysis	<ul style="list-style-type: none">• Students read, understand, and critically analyze a variety of grade-level-appropriate materials.• Students utilize a variety of comprehension strategies for literal, interpretive, and analytical understanding of informational and literary texts.• Students demonstrate an understanding of a wide range of complex issues in informational and literary texts.
Standard 1.1	Demonstrate an understanding of main idea and supporting details, and key concepts; summarize information.
Standard 1.2	Make inferences, make and support predictions, analyze cause and effect relationships.
Standard 1.3	Use graphics (e.g., maps, schedules, applications, icons, pull-down menus) to gain meaning or relate to written texts.
Standard 1.4	Synthesize complex information from technical or reference materials, (e.g., applications, directions, Web sites.)
Standard 1.5	Understand the different types and characteristics of texts, e.g., sonnet, free verse, allegory, satire, and autobiography) and types of information (e.g., fact versus opinion, assumptions).
Standard 1.6	Understand the use of story elements and their relationship to the meaning of the text, (e.g., plot, mood, tone, point of view, climax, and conflict.)
Standard 1.7	Recognize how language is used for meaning and effect* in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).
Standard 1.8	Analyze the purpose of the text and/or the author's purpose and perspective.
Standard 1.9	Analyze how a text reflects cultural and ethnic traditions and life experiences; identify and analyze the use of recurring themes and employ elements of literary criticism.

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Progress Toward Standards Reading Curriculum Standards

<i>PTS Reading Standards—High School</i>	
Strand 2: Reading Process and Language Skills	
<ul style="list-style-type: none">Students apply word analysis and knowledge of word origins and word relationships to determine word meaning in literary and informational texts.Students use research skills to access, understand, and synthesize information from a variety of sources (e.g., print, electronic, interviews).Students apply understanding of organizational patterns, arguments, and techniques.	
Standard 2.1	Analyze idioms, dialect, word origins, analogies, and denotative and connotative meanings and their effect on the text.
Standard 2.2	Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.
Standard 2.3	Not assessed in High school
Standard 2.4	Demonstrate an understanding of the structural features and the function of text, (e.g., headings, sidebars, parentheses.)
Standard 2.5	Use information from a variety of consumer, workplace, and public documents to explain a situation, complete a task, or solve a problem.
Standard 2.6	Analyze the use of organizational patterns, (e.g., chronological order; analyze the use of support patterns, proposition, evidence, and bias.)

*Standard 1.7 will assess how language is used for meaning and effect and will not assess terminology.